



Week 1 Assignment: Analyzing Campus Need and Personal Vision

Overview

In this course, you will conduct a data-driven comprehensive needs assessment, and use the information from your data analysis to develop an action plan for the purpose of improving student achievement. School administrators and site-based decision-making teams use the skills required in data-based decision making to improve student achievement, which culminates in improved school performance ratings.

In this week's assignment, you will complete the first step in conducting a comprehensive needs assessment when you navigate the Texas Education Agency (TEA) Web site and locate and analyze Adequate Yearly Progress (AYP) data for a campus, preferably your own. You will use the campus you select for all parts of the assignment. You will also develop a statement of your personal vision of leadership.

Rubric

Use the following rubric to guide your work.

Tasks	Accomplished	Proficient	Needs Improvement	Unacceptable
Week 1 Assignment: Analyzing Campus Need and Personal Vision				
Part 1: Analyzing Campus Need (ELCC 2.1 a.; 2.2 a., b., & c.)	Successfully locates, summarizes, and elaborates Adequate Yearly Progress (AYP) findings from AYP Guide. Successfully compares standards to actual campus performance for each AYP applicable indicator. Evaluates each subgroup's performance (strengths and weaknesses) by indicator. Composes three one-paragraph comparisons for each performance area. (10 points)	Locates and lists campus areas of strength and weakness in AYP findings. Little elaboration in the summaries. (8 points)	Summarizes indicator information from AYP Guide minimally. Lists areas of strength and weakness in AYP findings. No elaboration, no summarization. (7 point)	Does not use applicable AYP indicators to compare standards to actual campus performance. (6-0 points)
Part 2: Analyzing Personal Vision (ELCC 1.1 a. & b)	Answers all questions and cites information from Web sites; elaborates. (10 points)	Answers all questions citing information from Web sites with minimal elaboration. (8 points)	Answers three questions citing information from Web sites. No elaboration. (7 point)	Does not submit assignment. (0 points)
Part 3: Personal Vision of Leadership (ELCC 1.1 a. & b)	Completes all statements and creates a one-sentence personal vision of leadership statement. (10 points)	Completes five statements and creates a one-sentence personal vision of leadership statement. (8 points)	Completes four or fewer statements and creates a one-sentence personal vision of leadership statement. (7 point)	Does not create a one-sentence personal vision of leadership statement or assignment is not submitted. (0 points)
Mechanics	Few errors in grammar, spelling, or punctuation.			Multiple errors in grammar, spelling or punctuation.

	(5 points)			Responses lack clarity and depth. (0 points)
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Part 1: Analyzing Campus Need (ELCC 2.1 a.; 2.2 a., b. & c.)

Knowledge of the Texas Education Agency's database provides an emerging leader a foundation for decision-making. In Part 1 of the Analysis Assignment, you will examine campus data available on the TEA's Web site and compare your campus data to the criteria for meeting Adequate Yearly Progress (AYP) standards.

Directions

1. Type the TEA Web address <http://ritter.tea.state.tx.us/ayp/2010/guide/> in your Internet browser's address bar to access the *2010 AYP Adequate Yearly Progress (AYP) Guide*.
2. Print out Page 21 of the *2010 AYP Manual*, "Exhibit 1: 2010 AYP Indicators," and summarize the indicators used to determine a campus AYP rating.
3. Complete the following **Summary of AYP Indicators** table.

Summary of AYP Indicators

Reading/English Language Arts:

AYP indicators for Reading/English Language Arts are determined on results from the 2009-2010 tests (TAKS, TAKS (Accommodated), TAKS-M, TAKS- Alt, TELPAS Reading, and LAT in grades 3 – 8 & 10. AYP is met in this area with both a performance standard and a participation standard. In addition, the total student population as well as each individual student group that meets minimum size requirements must meet standards. Individual student groups evaluated are African American, Hispanic, White, Economically Disadvantaged, Special Education, and LEP.

Performance:

73% counted as proficient on the test or projected to be proficient based on growth measures for student enrolled for the full academic year. Performance could also be determined by Performance Improvement/Safe Harbor which is a 10% decrease in percent not proficient on the test and meet the standard or meet the improvement requirement for the relevant other measure, graduation rate or attendance rate. (Safe Harbor graduation rate target is a 10% decrease in difference between the prior year 4-year graduation rate and the 90% statewide goal.)

****Safe harbor forgives a school for low test scores from one or more subgroups if those students show yearly improvement and if the school scores well on the whole.****

Participation:

95% participation in the assessment program for students enrolled on the date of testing. Alternative is 95% participation based on combined 2008-09 and 2009-10 assessment data

In regards to TAKS-M and TAKS-Alt, no more than 3% of students can be used in the district's participation denominator can be counted a proficient. (TAKS-M/2%, TAKS-Alt/1%)

Mathematics:

AYP indicators for Reading/English Language Arts are determined on results from the 2009-2010 tests (TAKS, TAKS (Accommodated), TAKS-M, TAKS- Alt, TELPAS Reading, and LAT in grades 3 – 8 & 10. AYP is met in this area with both a performance standard and a participation standard. In addition, the total student population as well as each individual student group that meets minimum size requirements must meet standards. Individual student groups evaluated are African American, Hispanic, White, Economically

Disadvantaged, Special Education, and LEP.

Performance:

67% counted as proficient on the test or projected to be proficient based on growth measures for student enrolled for the full academic year. Performance could also be determined by Performance Improvement/Safe Harbor which is a 10% decrease in percent not proficient on the test and meet the standard or meet the improvement requirement for the relevant other measure, graduation rate or attendance rate. (Safe Harbor graduation rate target is a 10% decrease in difference between the prior year 4-year graduation rate and the 90% statewide goal.)

Participation:

95% participation in the assessment program for students enrolled on the date of testing. Alternative is 95% participation based on combined 2008-09 and 2009-10 assessment data. In regards to TAKS-M and TAKS-Alt, no more than 3% of students can be used in the district's participation denominator can be counted a proficient. (TAKS-M/2%, TAKS-Alt/1%)

Attendance Rate (Based on reporting year 2008-2009):

To meet AYP, the attendance rate for all students must be at least 90% or show any improvement from the previous year.

Individual student groups are not required to meet this standard, but they may be required to meet the standard or show improvement as part of meeting the performance standard in Reading/English Language Arts and Math through the safe harbor option.

Graduation Rate: (Based on 2010 revisions to the Texas division of Performance Reporting Class of 2009 (4 year rate)

Class of 2008 (5-year rate)

The graduation rate standard is a calculation of one of the following:

- 4-year Graduation Rate – 90% represents the four-year graduation rate of all high schools and districts in Texas.

Interim Annual Targets

- 5-yr Graduation Target – 80%
- Safe Harbor rate target – 10% decrease in difference from the prior year rate and the goal
- Improvement Target of 1.0% or more from the prior year 4-year graduation rate
- 5-yr Graduation Target – 80%

Directions

- Type the TEA Web address http://www.tea.state.tx.us/ayp/index_multi.html in your Internet browser's address bar to access your campus AYP report.
- On the left, click Campus Data Tables.
- On the Adequate Yearly Progress (AYP) Campus Data Tables screen, answer questions 1 and 2 to locate your campus report. Then click continue.
- Use the AYP data to complete the Campus AYP Data Table below. Record the data as follows: % meeting standard/participation rate.

Note: The attendance rate and graduation rate will only have the first number: % meeting standard.

- Compare your campus performance to the AYP indicators.

Campus AYP Data Table

Campus Name: Liberty Hill Junior High								
Campus AYP Status: Exemplary, Meets AYP								
Title I Improvement Requirement: None								
Percent Meeting Standard/ Participation Rate								
Performance Area (most current yr.)	All Students	African American	Hispanic	White	Econ. Disadv.	Sp. Education	LEP (Measure)	LEP Students
Reading/ ELA	98% / >99%	>99%/ >99%	97% / >99%	98% />99%	96% />99%	86% / >99%	67%	n/a
Mathematics	96% / >99%	>99% / >99%	95% / >99%	96% />99%	93% />99%	76% / >99%	>99%	n/a
Attendance Rate	96.7%	97%	96.2%	96.7%	95.5%	95.4%		*
Graduation Rate	Not evaluated for AYP as the measure is not applicable at the Junior High level.							
Due to changes in AYP for 2010 I accessed the state website for information. I have included this as an FYI for my research at a later date. http://ritter.tea.state.tx.us/ayp/faq/faq_gen.html								

Comparison of Campus AYP Data to AYP Standards

In the table below, compose a one paragraph comparison for each performance area that is applicable at your campus. Evaluate each subgroup's performance and areas of strength and weakness as identified by the indicators.

Reading/English Language Arts:

In the area of Reading/English Language Arts, Liberty Hill Junior High met AYP standard in all areas for performance and participation. The subgroup performing the best was the African American (97%) and the lowest scores were represented with Special Education population(86%). The LEP scores were 67%, however the group did not meet the percentage for a measurable subpopulation so the scores will not affect the AYP rating.

The scores for all areas except LEP exceeded the performance rate of 73%. This would indicate that effective teaching methods are being used to reach the majority of learners. The LEP group would benefit from additional intervention methods to increase the scores in Reading/Language Arts.

Mathematics:

In the area of Reading/English Language Arts, Liberty Hill Junior High met AYP standard in all areas for performance and participation. To meet AYP in math students as a whole and in each subgroup must meet a 67% passing standard. The subgroup performing the best was the African American (>99%) and the lowest score was represented in the Special Education population(76%). The LEP subgroup had >99% which would indicate that math skills are strong with the language learners but due to the size of this sub-group are not used to determine AYP. All of the scores are well above the passing standard for AYP, but consistency and on-going efforts to improve and advance the math program will see scores continue to allow the school meet and exceed AYP.

Attendance Rate:

An AYP target of 90% attendance was required to meet the standard. Attendance at Liberty Hill Junior High for all groups exceeded 95%.

Graduation Rate:

Graduation rate was not available on the AYP report as the measure is not applicable at the Junior High level.

Part 2: Analyzing Personal Vision (ELCC 1.1 a. & b.)

All visioning entails development of core beliefs, whether you are developing a personal leadership vision or a campus vision. In Part 2 of the Analysis Assignment, you will investigate resources for creating a vision and then compose a personal vision of leadership by completing a series of statement stems.

Directions

1. In preparation for composing your own “personal” leadership vision, access and review the following Web sites:

- <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le100.htm>
- <http://www.leading-learning.co.nz/creating-vision.html>
- <http://resources.sai-iowa.org/si/desiredfuture/vision.html>

To access the Web sites, type the address into your Internet browser’s address bar, or access them in Resources: Helpful Web sites.

2. Using the information from the Web sites, answer the following questions:

What is vision? What are the components of a shared vision?

A vision is a written reflection of how a group will look as it works together. In the case of a school, vision is a reflection of who the vision will represent, what is the goal of the learning environment and how will the people work together for a common educational goal. It should define the distinctive and specific ways that you will accomplish your mission. “This collective vision helps focus attention on what is important, motivates staff and students, and increases the sense of shared responsibility for student learning.” (North Central Regional Educational Library, para. 1)

School visions have several components. First, how will the school look in the future? The word, *vision*, implies a picture so the words used to communicate the vision should also create a visual picture. As in any educational plan, the vision should be feasible and attainable. It should also be measurable so the administration can assess with the vision is working. The vision is associated to the collective values and hopes for the future for the all individuals that will participate in the vision. Next, the vision should translate into action and plans that are implemented and assessed for their success and/or failure. Finally, all should communicate the vision regularly if it is to be an authentic representation of how the school and the people in it will accomplish the goals and mission of the school.

North Central Regional Educational Library. (n.d.). Critical Issue: Building a Collective Vision Retrieved May 24, 2011, from North Central Regional Educational Library n.d.: <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le100.htm>

What are the steps in developing, articulating, and implementing a shared vision? How does your campus articulate its vision?

Several resources refer to using visioning exercise as a tool for developing a vision statement. The visualization exercise helps guide the participants through a scenario ten or more years into the future. In addition, the exercise should involve as many members of the school community and broader community as possible (Wilkison). The visioning exercise helps build a sense of ownership and commitment to tasks required to operate in a successful school environment. It should also involve people and organizations from the broader community because it will give them a better understanding of your school's goals.

The NCREL article cites Fullan (1993, p. 72) who relates eight steps in developing and implementing a vision for a school. First, understand culture of the school and value the teachers with effective professional growth. Next, the school leader should extend and express what they value, an environment of collaboration among the staff. Successful school leaders offer choices, as a menu, rather than mandates foster the collaborative atmosphere. In addition, it bureaucracy is a means to facilitate, not dictate and should be used to generate ideas and opportunities to improve. Finally, a vision that is rooted in the community makes a connection to the community to get support and advocacy for programs and effective policies.

According to North Central Regional Educational Library (NCREL) a vision can be articulated with some very basic steps. One effective approach is to develop a school motto, mission statement and symbols that communicate the vision. In addition, the mission statement could be printed and placed prominently in the school facility and in communications to staff, students and the community.

North Central Regional Educational Library. (n.d.). *Communicate and articulate a vision.*

Retrieved May 24, 2011, from North Central Regional Educational Library n.d.:

<http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrsdp/le100.htm>

Wilkison, M. (n.d.). *Formulating strategic goals using the "Visioning" exercise.* Retrieved May 23, 2011, from Leadership Strategies: <http://www.leadstrat.com/resources-strategic-planning-visioning-goals.html>

How can you use what you learned at these Web sites to help you articulate your personal vision of leadership?

The websites we have reviewed make it clear that communication is key to developing and implementing a school wide vision. The principal is the school leader so it is important to have a personal vision so that they can help direct the school vision to one they are comfortable with and prepared to articulate to all staff, students, parents and the community. The principal has to be prepared to take ownership of a school developed vision so they can support a positive school culture.

The articles also address effective ways to articulate the vision. This is usually the hard part of developing a vision and accompanying mission. An unsuccessful vision is one that a group writes and posts but never revisits it to see if it is being applied authentically. The development

of a school mission and motto are steps that make the vision real and provide workable steps to create the picture that the vision intended when it was developed.

Finally, I learned from the articles the importance of posting the vision prominently for all to see. In my current school, a mission statement developed from a collective vision is posted for all to in numerous places around the school. It is the first thing you see on our school web page, which demonstrates ownership of the vision for our school.

With regard to the campus improvement process, why do you think it is important for the principal to have a personal vision of leadership?

The principal is the leader of the school. We look to the principal for guidance and support in all aspects of the learning environment. Without a personal vision, I believe the principal would struggle to communicate clear expectations to staff and students. The principal's personal vision will help the other developers of the school vision and mission has a starting point to develop a vision that aligns well with the leader of the school and therefore have the support needed to articulate and communicate the group vision to the public.

Jones states, "The vision must be one that all members can embrace. Adoption of a vision becomes an evolutionary process. Communication and collaboration are important among all 'stakeholders', and the principal is continuously the promoter and chief investigator", (Jones, 2007, role of school leader, para.1). The improvement process of the school will be affected if the leader does not have a clear vision. "The process of school improvement is multi-faceted and comprises broad areas such as organizing and planning for school improvement, and implementing and monitoring school improvement efforts, (Zepeda, 2004, p. 16). A clear vision will allow the principal to identify the areas that need improvement and then begin to organize the collaborative team to plan and implement steps directed at improvement. The principal is the key person on the campus tasked with the development and articulation of the collaborative vision. In order for a campus to improve, the leader will lead the efforts to affect to make positive changes. Jones referred to the principal as the chief investigator. As the vision and mission is implemented it will be the principal that will assess the success and then collaborate to affect the changes necessary for the vision to be authentic and valid for all the stakeholders.

Jones, L. (2007, December 17). *The importance of visions for schools and school improvement*.

Retrieved May 23, 2011, from <http://cnx.org/content/m15634/1.1/>

Zepeda, S. (2004). *Intructional leqdership for school improvement*. Larchmont: Eye on Education.

Part 3: Personal Vision of Leadership (ELCC 1.1 a. & b.)

In the table below, complete the core belief statements to gather your ideas about schools and leadership. Use the ideas to create a one-sentence personal leadership vision statement in the last section of the table.

Schools should teach...	
Students to be responsible citizens as they develop knowledge and skills assigned topic areas.	
A good school is one that...	
Provides an environment where safety, equality, and trust are the core philosophy.	
An effective classroom is one in which...	
The environment is safe, there are clear expectations for behavior, and instruction is relevant and designed to differentiate for all learners.	
A good principal is one who...	
Communicates effectively and demonstrates confidence and consistent expectations in all aspects of school management, which include instruction, school vision, parental interaction, staff morale, and safety.	
An effective school faculty is one that...	
Promotes learning, is present on a daily basis, be models of learning, and are enthusiastic about their role as a teacher.	
A quality instructional program includes...	
Promotes differentiated learning that prepares all students to exhibit mastery of skills and demonstrate the ability to problem-solve and prepare for life in a 21 st Century global society.	
Personal Vision of Leadership (one sentence):	
I will strive to hold high expectations for the learning community to demonstrate high levels of scholarship, service, leadership, character, and citizenship, and be committed to excellence in teaching and learning with the belief that all students can learn and value that learning is a lifelong experience.	

E-portfolio assignment:

Complete “I-001 Vision and Campus Culture” Course-Embedded Internship Log 2 in TK20 e-portfolio.

Continue to complete and post Campus-supervised reflection logs in your 3-ring binder. All course-embedded and campus-supervised logs must be completed by the 11th course in the program prior to the EDLD 5398 Internship course.